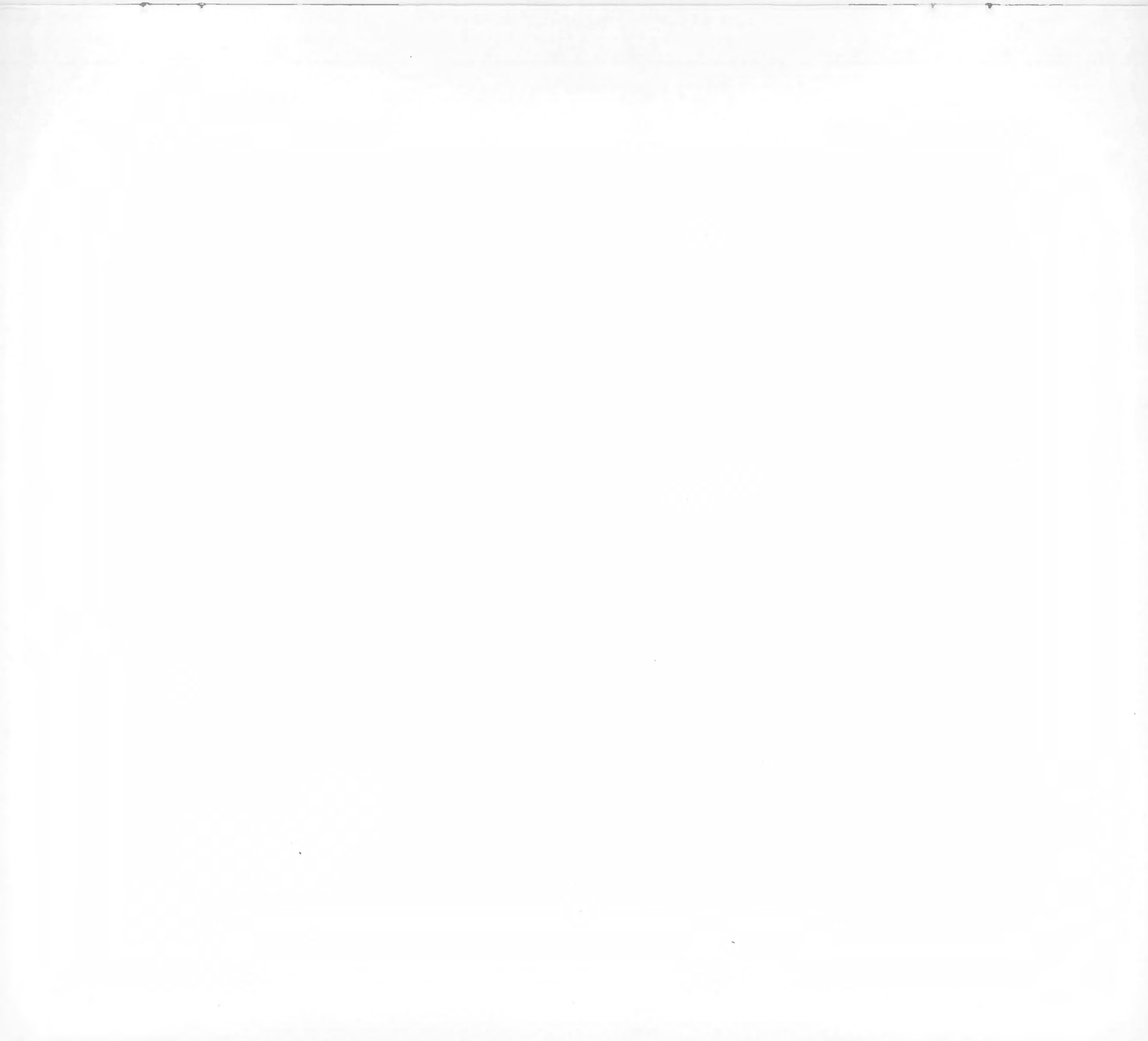


MYLINDA S WOODWARD
LIBRARY ADMIN
DIMOND LIBRARY
UNH





FACULTY EXCELLENCE 2005

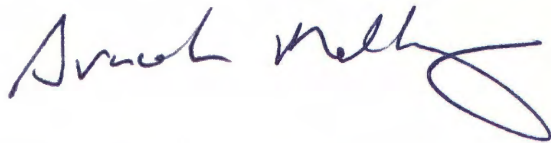


WELCOME

It is an honor to introduce you to the recipients of the 2005 Faculty Excellence awards. In these pages you will discover who the people are that make UNH such an outstanding public research university. Whether they are philosophers, engineers, foresters, historians, ecologists, chemists, or Latinists, this year's winners exemplify the qualities that all our faculty strive for—intellectual brilliance, compassionate commitment to teaching and learning, and a deep ethic of public service.

When their peers or students describe the Faculty Excellence recipients, they emphasize the faculty's dedication to both classroom instruction and the highest levels of scholarship. Whether an award was granted for outstanding teaching, research, creativity, or public service, all these faculty embody the UNH vision—a place where the best attributes of the New England liberal arts college combine with the sophistication and opportunity found in a comprehensive research university.

I encourage you to get to know these talented scholars. Their contributions to the state and nation are remarkable. Their work gives meaning to the term Excellence.



BRUCE L. MALLORY

PROVOST AND EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS

TABLE OF CONTENTS

UNIVERSITY-WIDE AWARDS

JOHN W. SEAVEY DISTINGUISHED PROFESSOR AWARD	6
VICTORIA L. BANYARD OUTSTANDING FACULTY AWARD—ASSOCIATE PROFESSOR	8
JO SIAS DANIEL OUTSTANDING FACULTY AWARD—ASSISTANT PROFESSOR	10
CHARLOTTE E. WITT AWARD FOR EXCELLENCE IN RESEARCH	12
W. JEFFREY BOLSTER AWARD FOR EXCELLENCE IN PUBLIC SERVICE	14
JAN NISBET ALUMNI ASSOCIATION EXCELLENCE IN PUBLIC SERVICE AWARD	16
GALE B. CAREY JEAN BRIERLEY AWARD FOR EXCELLENCE IN TEACHING	18
BARBARA T. COOPER EXCELLENCE IN INTERNATIONAL ENGAGEMENT	20
RUSSELL G. CONGALTON GRADUATE FACULTY MENTORING AWARD	22

TEACHING EXCELLENCE

EDWARD H. WONG PROFESSOR OF CHEMISTRY	24
ROBERT W. KENEFICK ASSOCIATE PROFESSOR OF KINESIOLOGY	26
LISA C. MILLER ASSOCIATE PROFESSOR OF ENGLISH	28
R. SCOTT SMITH ASSISTANT PROFESSOR OF CLASSICS	30
CYNTHIA VAN ZANDT ASSISTANT PROFESSOR OF HISTORY	32
THOMAS D. LEE ASSOCIATE PROFESSOR OF FOREST ECOLOGY	34
JOHN F. MCCARTHY ASSISTANT PROFESSOR OF BUSINESS	36
LUDWIG A. BSTIELER ASSISTANT PROFESSOR OF MARKETING	38
MATTHEW CHAGNON ASSOCIATE PROFESSOR OF FOREST TECHNOLOGY	40





JOHN W. SEAVEY

DISTINGUISHED PROFESSOR AWARD

PROFESSOR OF HEALTH MANAGEMENT AND POLICY
SCHOOL OF HEALTH AND HUMAN SERVICES

VISIONARY, EDUCATOR, PRAGMATIST

JOHN SEAVEY IS A “GO-TO PERSON,” someone who is asked, again and again, to serve in many ways for a variety of organizations.

An expert on rural health care, Seavey writes about the strategic options for rural health care organizations in the United States. He has worked on public health issues in the state such as long-term care, end-of-life care, AIDS, and Medicaid reimbursements. His expertise in curriculum design has been transformative both for his discipline and for undergraduate education at the University.

From Hampton, N.H., Seavey grew up in a family with long generational ties to the state. His father, a newspaper publisher, was active in town affairs and served on the board of the local hospital. In turn, Seavey has carried on that family tradition.

Seavey became interested in health care policy as a doctoral student in political science/public policy at the University of Arizona. “This was in the 60s and 70s,” he recalls, “when the role of federal and state governments dramatically expanded to develop new systems and programs to meet the health care needs of the population.”

This interest led him to earn an M.P.H. degree from Harvard in 1979. He was in the first cohort of students when that program was opened to nonmedical professionals because of the growing importance of policy for health care.

“In the 1980s and 1990s, many rural hospitals were closing and people were worried about the quality of care in rural areas,” says Seavey. “So I teamed up with people and started focusing on that.”

Eventually, he and colleagues wrote *The Strategies and Environments of America’s Small, Rural Hospitals*, a readable, informative book. And, as is Seavey’s inclination, it focuses on the successes.

In 1980, Seavey joined what was then known as the Department of Health Administration and Planning at UNH. As the health care sector changed, he worked with colleagues on revamping the undergraduate curriculum in order to educate top-notch health care professionals who could serve this region. Not surprisingly, a departmental name change soon followed with a proactive emphasis on management and policy.

“In the undergraduate program, we create a tension between micro and macro perspectives,”

says Seavey. “Students need both. For example, every health care organization is affected by the 44 million people who are uninsured and is further affected by the 60 million who are underinsured. We have an ethical responsibility to make care available to people. How can we do it?”

The undergraduate curriculum has been successful in meeting the needs of the regional area. This is evidenced by student successes in the field. Seavey was also instrumental in establishing the existing national peer review program for undergraduate programs in health management and continues to review programs nationally.

After preliminary studies showed the need for increased professional development for public health in the state, Seavey, then chair, and colleagues began to develop the Master of Public Health (M.P.H.) program. Launched in 2002, it is the only M.P.H. public university program in Maine, New Hampshire, or Vermont that makes the program accessible to health professionals in the area.

A recent M.P.H. graduate, registered nurse Maureen Farley ’G05, continues to work as a captain in the Public Health Service. “The UNH program is great, because it is grounded in understanding and achieving public health goals at the community level,” says Farley.

Patrick Miller ’91, ’G05 was the first M.P.H. student to graduate in the new ecology track. Recently Miller founded the Jordon Institute, a New Hampshire-based nonprofit focused on public health and environmental issues. “John is like an ambassador. We sit on the Public Health Association Board together,” says Miller. “He’s a strategic, inclusive thinker. He figures out how we can all work together.”

As chair of the General Education Study Committee from 1999 to 2002, Seavey guided the development of the Discovery Program, the new blueprint for undergraduate education at the University. It emphasizes interdisciplinary study, analysis, and discussion.

“In order to solve complex problems, students need to appreciate that one way of looking at a problem is merely that, one way,” says Seavey. “It doesn’t provide an integrated answer to complicated questions.”

Those skills, as Seavey well knows, are ones that will prove vital for future generations.



Seavey is a visionary photographer as well. Above are two of his favorite images. From top: “Santa Fe” and “Golden Gate Bridge.”

—Carrie Sherman

AN ACTIVE BYSTANDER

WITH THREE CHILDREN FOUR YEARS OLD and under, Vicki Banyard and her husband, Dave Howland, have their hands full. When she's not in the classroom or working with colleagues on the latest manuscript or research project, Banyard is busy with her children. At work and at home she uses the skills that have brought her success at UNH: teamwork and collaboration. Howland, a full-time doctoral student in natural resources, takes the lead in the child-care and cooking departments, Banyard does the laundry and cleans the house. She supports him through grad school, he supported her through clinical training. No surprise, Banyard participated recently on a University panel about balancing work and family.

In fact, balance is her mantra. She knows that it makes her a better teacher, researcher, mentor, mother, and member of the community.

Initially Banyard's work in psychology focused on clinical work with children, families, and adults who had been exposed to traumatic stress. She studied the resilience of trauma survivors, especially children, and the role that community played in their recovery. Violence against women was also integral to her research. Her strong interest in this field developed when she earned a certificate in women's studies at the University of Michigan along with her Ph.D.

In 1994, UNH's renowned Family Research Laboratory attracted Banyard to Durham for postdoctoral research. While she has kept up her clinical work, including a postdoctoral fellowship at the Trauma Center in Brookline, Mass., she says it was extremely hard to work as a full-time clinician with children, families, and adults exposed to traumatic stress. And she wanted to teach.

As it turns out, the town of Durham has also been a plus. Having grown up in New Jersey, Banyard adores the ease with which she can walk to work and into town, and the real sense of community in Durham. When she pushes the double stroller with her youngest on her back into town, her students readily recognize her, wave, and stop to talk.

Recently a collaborative research project was groundbreaking: it showed that educating bystanders, who may be witnesses to interpersonal

violence or friends of survivors, helps reduce the problem of sexual violence. Banyard and two UNH colleagues, thanks to a grant from the U.S. Department of Justice, evaluated rape prevention programs that educate men and women as potential bystanders, as opposed to perpetrators and victims.

"Sexual violence is about norms and behaviors," Banyard explains. "Everyone in the community has a role to play. Violence against women is still a major problem and we need to continually develop ways to get better at intervention and prevention."

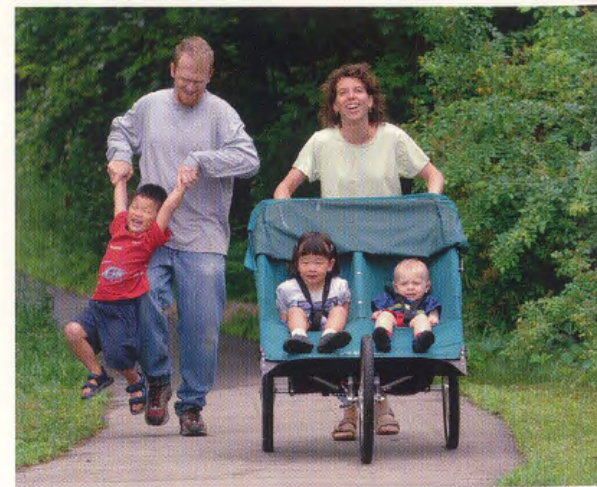
This project brought together all of Banyard's interests, including enlisting the help of several students as research assistants, who also launched their own research projects. "I love to see how students digest information and engage in processing concepts, theories, and the practical application of their work," says Banyard. "Teaching allows me to stay in school. I continue to learn every day with my students."

Banyard, who comes from a family of doctors, nurses, judges, and teachers, grew up with a strong sense of wanting to help others and make a difference in the community. In addition to her teaching and research, she also serves on the advisory board for UNH's Sexual Harassment and Rape Prevention Program and the Public Education Committee of the N.H. Governor's Commission on Domestic and Sexual Violence.

Interdisciplinary collaborations are important to Banyard. She's excited about her work with the UNH Police Department examining violence against women on college campuses, working with sociologist Mil Duncan and the Carsey Institute, pursuing more research around levels of community change beyond the individual, and, of course, teaching. She and her husband would also love to do a sabbatical in Korea, the birth home of their two oldest children.

The constant themes that run through Banyard's work are community and education. She affirms: "I truly believe in the foundation of a liberal education, because it provides individuals with the tools to become more engaged with their community."

—Jennifer Murray



Community and education blend for Banyard and her husband, Dave Howland. (from top) Banyard and son Cameron at the "Take Back the Night" march on campus. With Howland and kids, Sam, Maggie, and Cameron. Below: Prayer flags from recent travel to Tibet.





VICTORIA L. BANYARD

OUTSTANDING FACULTY AWARD—ASSOCIATE PROFESSOR

ASSOCIATE PROFESSOR OF PSYCHOLOGY
COLLEGE OF LIBERAL ARTS



JO SIAS DANIEL
OUTSTANDING FACULTY AWARD—ASSISTANT PROFESSOR
ASSISTANT PROFESSOR OF CIVIL ENGINEERING
COLLEGE OF ENGINEERING AND PHYSICAL SCIENCES



Daniel and Elina prepare a batch of asphalt cookies in the family's Nottingham kitchen.

RECIPE FOR SUCCESS

USUALLY, KEEPING YOUR EYES ON THE ROAD is a good idea, but asphalt researcher Jo Daniel has found that paying too much attention to the road can be hazardous.

"Looking at asphalt while you're driving is not always the safest thing," admits Daniel, for whom every crack, pothole, and bump tell a story. "But sometimes I have to say 'Wow! Look at what's here.'"

Asphalt is a relatively new field of research, and scientists still don't fully understand it. "It's more complicated than a lot of people think," she says. "The more you understand about why the material behaves the way it does, the more you can start changing the constituents to get the properties you want."

For a researcher, working with asphalt is like buying bonds instead of stocks. Huge sums of money will never be available, but as long as roads are made of asphalt, a steady stream of smaller grants will always be obtainable. For example, Daniel has received funding to examine the effects of incorporating recycled pavement into asphalt mixes, an increasingly attractive option as the rising cost of oil pushes up the price of asphalt.

The National Science Foundation paved the way for Daniel's career. While a junior at UNH, she participated in the NSF's Research Experience for Undergraduates program, which placed her one summer in Professor Y. Richard Kim's asphalt lab at North Carolina State University.

"I thought, 'Hey, this is kind of neat,'" says Daniel. "If I had been assigned to someone else, I probably wouldn't be doing what I am doing today." After graduating from UNH in 1994, Daniel returned to NC State to earn her Ph.D.

Not only did Daniel find a career that serendipitous summer, she also met her future husband Bob, who was a fellow participant. While Daniel's list of achievements is impressive for a young faculty member—including an NSF CAREER grant, appointments to several Transportation Research Board committees, and consistently high student evaluations—the one she is obviously most proud of is their daughter Elina, born last year.

Juggling family and career has forced her to work more efficiently, says Daniel, and empowered her to sometimes say "no" to taking on additional duties. "Throwing Elina into the mix definitely makes things more interesting," says Daniel.

For a woman in engineering, one of the few remaining male-dominated fields, it is ironic that mixing asphalt samples is so much like cooking. "I could do it at home," says Daniel. "We have a 'cookbook.' We mix it in bowls and put it in pans. We use spatulas and bake it in an oven. And you've got to do the dishes when you're done."

Daniel even has a special asphalt-stained "cooking mitt" tacked to the wall in her office. Her fellow graduate students at NC State wrapped it up for her as a memento when she got her Ph.D. and headed back to UNH to join the faculty in 2001.

And like cooking, says Daniel, the fun starts when the baked goods finally cool. That's when she gets to subject her concoctions to all manner of crushing machines to see how they hold up. "Maybe you answer the question you originally asked," she says, "but you also generate 10 more questions in the process and that's the fun part of it, trying to figure it out."

Being an expert on asphalt, however, there is something Daniel is sure of when it comes to her own driveway. "I'll definitely be there when they put it down," she says.

—Robert Emro



ESSENTIAL WITT

WHEN CHARLOTTE WITT IS ASKED TO give a talk she has an unusual response: “Do you want the Aristotle scholar, the feminist theorist, or the historian of philosophy?” According to Liberal Arts Dean Marilyn Hoskin, “Charlotte has established a scholarly prominence in both ancient philosophy and feminist thought, a combination which is truly unusual among scholars in general and philosophers in particular.”

When Witt took her first introductory course as an undergraduate, her affinity for philosophy was immediate. Reading Plato, she thought, “I understand this,” and her life in philosophy had begun. During her college years, her perspective on philosophy was influenced by the second wave of feminist thinking. The male orientation of traditional philosophical study was not subtle. Says Witt, “The word ‘woman’ did not come up in grad school.”

The diversity of Witt’s scholarship can be seen in the range of her published works and the critical praise they have generated. Her two books on Aristotle, *Substance and Essence in Aristotle* and *Ways of Being: Potentiality and Actuality in Aristotle’s Metaphysics*, have received considerable critical praise. Martha Nussbaum, renowned philosopher, feminist, and legal scholar, commenting on *Substance and Essence* in the *New York Review of Books* wrote, “[it] is one of the best books recently written on Aristotle’s metaphysics.” Robert Scharff, chair of the philosophy department, says of Witt’s two books, “[She has] accomplished something seldom done, namely, break new ground in a very well-trodden scholarly area and evoke numerous, importantly placed reviews that are filled with high praise.”

A Mind of One’s Own: Feminist Essays on Reason and Objectivity, a collection of essays coedited by Witt was published in 1992. Nussbaum, again reviewing for the *New York Review of Books*, said it “testified to the richness and diversity of philosophical feminism and of female philosophizing.” Witt’s essay from this book, “*Feminist Metaphysics*,” has been anthologized in *Metaphysics: The Big Questions*, a volume in Blackwell’s prestigious *Philosophy: The Big Questions* series. Witt is now writing a new book, *Essays on Gender and Essence*, which continues her work on feminist philosophy.

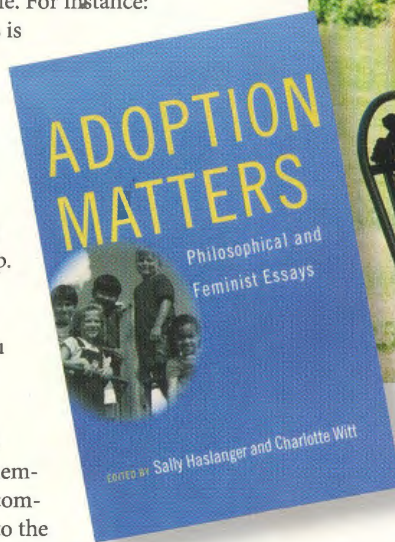
Recently, Witt undertook her most personal work, concerning the philosophical questions that arise from adoption. This year, Cornell University Press

published *Adoption Matters: Philosophical and Feminist Essays*, which Witt coedited. This new strand of work began when her family adopted a daughter who was born in Vietnam. This experience raised philosophical questions that continue to resonate in Witt’s life. For instance:

What is a family? This is a question that is answered differently from the perspectives of social expectations, legal designations, and biology. It is these questions that inspire her scholarship. “If you like to puzzle about things, wonder about things, then you love philosophy,” says Witt.

In the midst of all this work, Witt is a vital member of the University community, contributing to the Women’s Studies Program, the Humanities Program, and cochairing a committee evaluating the Freshman Writing Program. “I know first-hand that Charlotte takes extraordinary care to understand her students and to make sure she is understood by them,” says Scharff. “In the classroom her evident respect for them and her meticulous, low-key presentation help create a nonthreatening atmosphere in which even reluctant students are often drawn out and encouraged to participate in discussions of sometimes very difficult philosophical material.”

—Toby Ball



Witt and daughter Anna, age 11, enjoy a rare moment of quiet in their Portland, Maine, backyard. Anna is an aspiring actress with a fondness for brightly colored unmatched socks.

CHARLOTTE E. WITT

AWARD FOR EXCELLENCE IN RESEARCH

PROFESSOR OF PHILOSOPHY AND THE HUMANITIES
COLLEGE OF LIBERAL ARTS

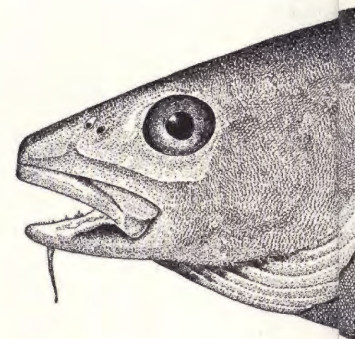
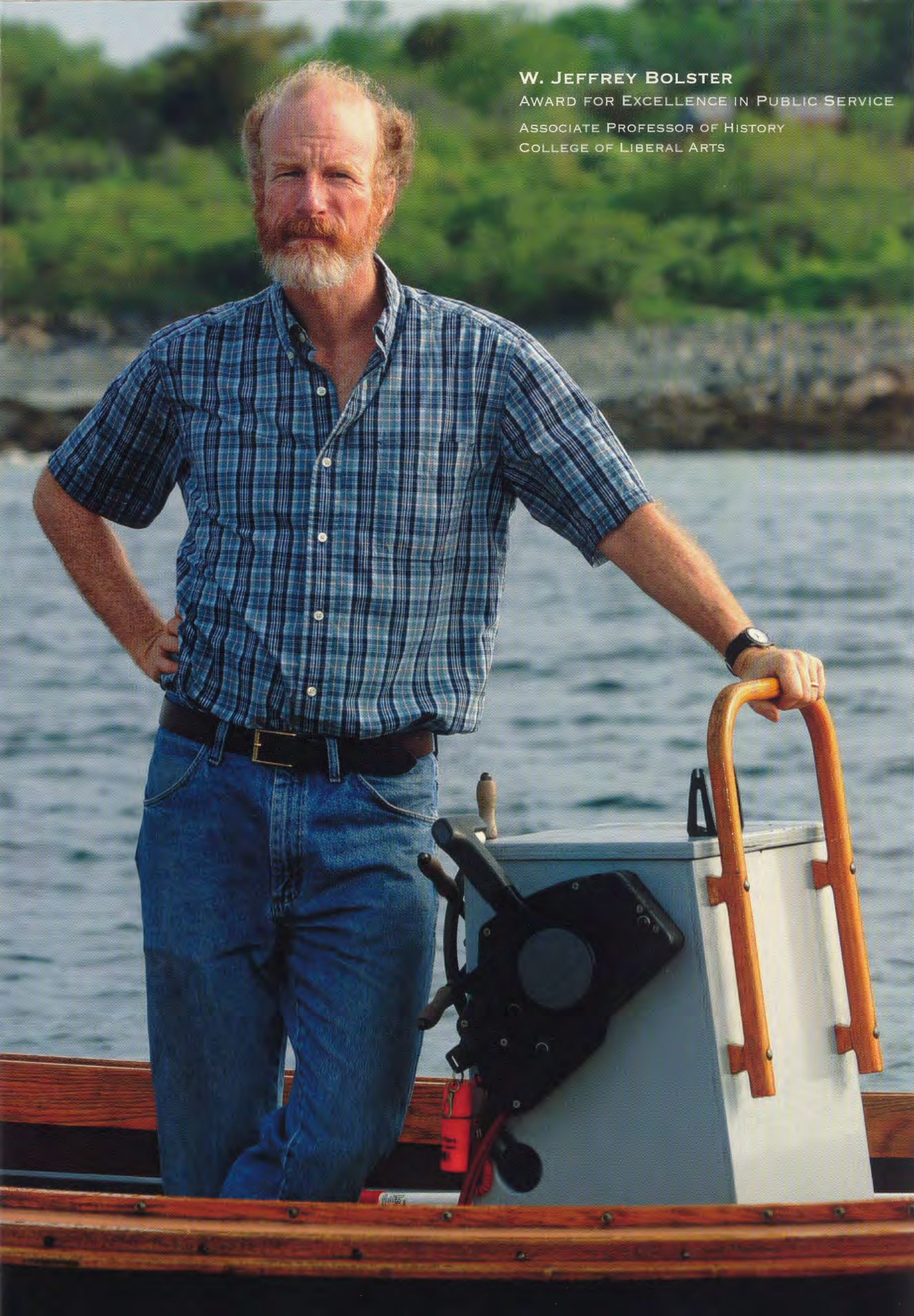


W. JEFFREY BOLSTER

AWARD FOR EXCELLENCE IN PUBLIC SERVICE

ASSOCIATE PROFESSOR OF HISTORY

COLLEGE OF LIBERAL ARTS



While research and engagement take him to the remote corners of New England, Bolster stays connected to the sea—here in Portsmouth Harbor.

BOATS, BOOKS, AND ACADEME

IF HE WAS A BOY SCOUT, Jeff Bolster would have earned a public speaking merit badge several times over.

As one colleague put it, “no group is too small, or in too remote a corner of New England, for Jeff to agree to head out in the evening, slide projector under his arm.”

Bolster has been at UNH for 14 years now, and he still puts great value in the public service piece of the land grant institution’s mission.

“Our relationship to the community is different than that of a private institution,” says Bolster. “Engaging with the public, either as a speaker or in making our research accessible is important. I’ve said yes to a lot of things because I felt like it was the right thing for me to do. I also found it increases my connection to place.”

Boats and books have been the foundation of Bolster’s life for as long as he can remember. Raised on the Connecticut coast, he read all the classic maritime histories, including *Two Years Before the Mast*, Richard Henry Dana, Jr.’s account of his life at sea, while still in grade school.

“I got my first boat when I was 12, and I can’t remember a time when I wasn’t captivated by the idea of going to sea,” Bolster said. After graduating from college, he bought a one-way ticket to the West Indies. He spent the next 10 years as a ship’s captain on all manner of boats from tall ships, to charters, to oceanographic research vessels out of Woods Hole. There was only one nine-month break, the time it took for him to earn a master’s degree in history at Brown University.

“I knew I didn’t want to spend the rest of my life on ships,” Bolster said, “and the idea of being in the academy had been with me for years. I just knew I wasn’t ready at the age of 22.”

But when he was ready, Bolster earned his Ph.D. at Johns Hopkins. “It was a sink or swim kind of program,” he recalls, “and it allowed me to do my best work. I decided then that I wanted my work in the history field to be accessible to an educated public, versus only for specialists in the field.”

The result was *Black Jacks: African American Seamen in the Age of Sail*. It began as his doctoral dissertation and was published in 1997 to critical acclaim, including recognition as a *New York Times Book Review* Notable Book of the Year.

That commitment to sharing his research with the general public never wavered. Bolster collaborated on a photo exhibition and book with the New Hampshire Historical Society. As editor of *Cross-Grained & Wily Waters: A Guide to the Piscataqua Maritime Region*, he explored the history of the river he can observe, ebbing and flowing, right from his study window in Portsmouth. It’s a book that speaks to readers about a deeply felt sense of time and place.

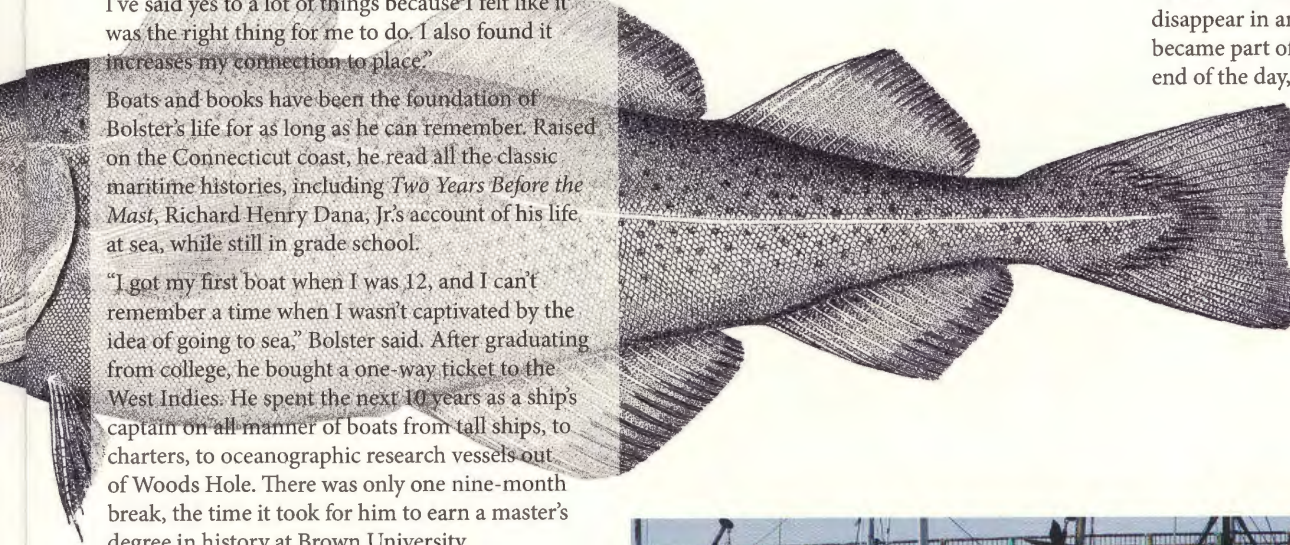
Recently, Bolster and other UNH historians teamed up with biostatisticians, marine ecologists and policy experts to study the historical dynamics of the cod population in the Gulf of Maine.

The results of their study, published this past winter, will help policy makers develop effective strategies for the sustainable management of marine resources. Their study made news around the world in a matter of days, especially in regions where fisheries are a concern.

“Interdisciplinary work like this is hard, but everybody on the team believes in the importance of the work we’re doing,” he said. “The assumptions and training are so different in every field, and we live in a world where generalists are not appreciated. Specialists are rewarded, and for academics that means staying in your own discipline and working to fill a gap in the academy’s knowledge.”

The hard work has paid off. Their findings didn’t disappear in an academic journal, but quickly became part of the bigger policy discussion. At the end of the day, that’s what matters the most.

—Erika Mantz





JAN NISBET

ALUMNI ASSOCIATION EXCELLENCE IN PUBLIC SERVICE AWARD

DIRECTOR, INSTITUTE ON DISABILITIES, ASSOCIATE PROFESSOR OF EDUCATION
SCHOOL OF HEALTH AND HUMAN SERVICES

INCLUDING JEFF

IT IS POSSIBLE TO QUANTIFY JAN NISBET'S WORK as the founding director of the UNH Institute on Disability by counting the number of research reports produced, projects and programs initiated, policies changed, committees chaired—and tens of millions of dollars in grants acquired over the past 18 years.

To truly understand the scope of her work, however, it might be better to start with just one person. One person like Jeffrey Williamson of Manchester, N.H. Williamson was born with very significant disabilities, including hydrocephaly. In 1988, at the age of 17, he was still confined to an elementary school classroom with other special education students who could neither walk nor talk.

That was the year when Nisbet started the New Hampshire Leadership Series, meetings designed to inspire and equip participants to become advocates for family members with disabilities. Janet Williamson still doesn't know why she was invited to attend the series at the institute. She hardly felt like a leader.

At the first meeting, Nisbet challenged participants to focus on a positive vision for the future. When it came to envisioning inclusion in a regular classroom, however, Williamson knew the university professor couldn't possibly be talking about her Jeff. Nisbet had no way of knowing all that was "wrong" with him according to school reports.

Still, nothing could be worse than the status quo. Jeff was so unhappy that he sometimes needed two aides to prevent him from hurting himself. At the leadership meetings his mother got an important message from Nisbet: "You are the most powerful advocate for your child." Gradually Williamson became able to picture her son in a regular high school class by thinking in a "so what" kind of way—So what if he drools? When presented with the school district's annual plan for his education, she was dismayed by its miniscule goals, like trying to extend his attention span beyond three seconds in the task of sorting white envelopes. Williamson refused to sign the plan—and the district took her to court.

"There's no research, or none that is well designed anyway, that supports the practice of segregating

kids with disabilities," says Nisbet. The first federal law supporting the inclusion of special ed students in regular classrooms had come in 1975, 14 years earlier. Williamson naturally asked Nisbet to serve as an expert witness in court. But Nisbet declined, saying, "I have to work with the school systems. I can't be their adversary and continue to work with them to change educational practices."

Williamson surprised herself as much as anyone else when she returned to Nisbet's office, trembling from head to toe, with subpoena in hand. Looking at this graduate of the institute's first Leadership Series, Nisbet felt more pride than anger. She became a key witness in the case.

Two years and two appeals later, Jeffrey Williamson became the first student with significant disabilities to attend regular classes at Manchester's West High School. One of his favorite classes was economics, where he helped restock candy in the student-run store—in the company of other students instead of an aide. Today at 34, Jeff works three hours a day at a packaging plant. Furthermore, with assistance from another one of Nisbet's projects, the Center for Housing and New Community Economics, Jeff not only owns his own condo but has chosen his own housemates as well as his personal assistants. He also uses a special computer to communicate and recently audited a college course on criminal justice.

"In New Hampshire," notes Williamson, now an institute staff member, "Jan has pulled together all the different pieces of peoples' lives." As a matter of fact, the state ranks in the top five nationally on several measures of the services and support offered to people with disabilities, thanks in no small part to Nisbet's efforts. And that's where Nisbet's impressive numbers come in. The \$80 million in grants, the nationally recognized research reports, the collaborations with state agencies and communities, and the network of people like Janet Williamson with their positive visions. All these factors take Jeff's story, that story of one, and multiply it many times over.



Welcome to Jeff's house. Williamson surrounded by his personal assistant, Nancy A. Boffitto (left) and housemates (from top) Pascal Kalinganire, daughter Jennifer Elisa Kalin, and wife, Assumpta Serwili.



—Virginia Stuart



GALE B. CAREY

JEAN BRIERLEY AWARD FOR EXCELLENCE IN TEACHING

PROFESSOR OF NUTRITIONAL SCIENCES

COLLEGE OF LIFE SCIENCES AND AGRICULTURE

MODEL BEHAVIOR

IN SILENCE IS BORN OUR CAPACITY TO WONDER, and from this, to experience “moments of awe, of creativity, of deep understanding.” This is the message Gale Carey delivers to 700 honors students gathered in the Whittemore Center for the 2005 Honors Convocation. As keynote speaker, Carey’s charge is to send these high-achievers off with a final lesson to live by. “You’ve sought out opportunities to write theses, conduct research, compose music, paint still life, live in another culture, act, sculpt,” she says. “Always keep within yourself a quiet place, away from the din and demands you’ll face, where you can create, connect, or integrate.”

Carey, professor of animal and nutritional sciences, enjoys worldwide recognition in the field of metabolism. She has authored dozens of scientific papers on the way in which lifestyles, especially diet and exercise, influence fat tissue and metabolism and our ability to gain and lose weight, down to the cellular level. Her nationally funded studies have earned her invitations to speak at international conferences from Chicago to Copenhagen.

She educates the public at a scientific and grassroots level about healthy lifestyle choices at a time when the “obesity epidemic” has emerged as a chronic health concern in a “super-sized” nation. “When I was a graduate student, a woman on a bus asked me what I did,” reflects Carey. “When I told her I was a doctoral candidate in nutritional science, she asked me to recommend a good diet. I said, ‘Well, I don’t study that kind of nutrition.’ As I heard myself talking, I began to think, ‘Well, that’s not very responsible! I can’t defend my little research area and ignore the rest.’”

So Carey studied books, magazines, newspapers—anything she could find on “popular” nutrition. The result? The same “hard scientist” who addresses an international conference in Copenhagen one month, speaks on diet and exercise to a gym full of local middle school athletes the next.

But this doesn’t explain why Carey is addressing the students on this day. She is here because she has earned the reputation as one of the University’s

most prodigious mentors of student researchers—dozens, most of them undergraduates, and many of them women—in her laboratory in Kendall Hall. Today, many remember her tall, elegant figure moving from poster to poster at the recent Undergraduate Research Conference, stopping to chat, ask a few questions, and beam her wide smile as she listens intently to the answers.

They also remember the challenging road to achievement, “wondering why the test tube in their right hand was blue, while the one in their left was clear; puzzling over obesity data that didn’t make sense.”

Teachers and parents, it is said, “model” values and behavior more than teach it. So what values and behavior are modeled by Carey, who has run the Boston Marathon, plays viola with her daughter Sarah in the Portsmouth Symphony Orchestra, and spends Mother’s Days birding with her family on Plum Island?

A woman busily at home in the world, with a room of her own where the longing between musical notes is sweet, where Johnny Damon is always smacking a home run, and where a gifted scientist and her toddler son are heading home on Route 4, sunset streaming pink and peach through the car window, “amazed out of time” as they contemplate being alive together on a planet spinning 1,000 miles per hour as it hurtles through space.

—David Moore



Nutritional science graduate student Andrea Arel examines fat cells using CellSizer. Developed by Carey’s husband George, CellSizer software measures fat cell size, enabling researchers to better understand metabolic processes.

Carey develops high-tech tools such as the interactive CD at left to teach students about complex subjects such as integrative metabolism.

A KNIGHT IN NEW HAMPSHIRE

“I SUPPOSE TECHNICALLY THAT IS THE TITLE,” says Barbara Cooper with a laugh, decorated in 1994 by the French Prime Minister and the Ministry of Culture as a Chevalier dans l’Ordre des Palmes Academiques (Knight in the Order of Academic Palms) for outstanding contributions to the spread of French language and culture in the world. “But definitely don’t call me Sir Barbara,” she adds.

The long road from her childhood in the suburbs of Chicago to knighthood and an award for international engagement began when she was a freshman in high school. “I had a French teacher that first year who had just graduated from college and had spent her junior year in France,” Cooper recalls. “She was very enthusiastic, energetic, and dynamic. She just flipped a switch somewhere that really got me excited.”

As an undergraduate at the University of Wisconsin, Cooper took a definitive turn in her professional journey when she spent her junior year in France and decided to major in French. As a master’s degree student, she returned to France to teach English in French schools for a year as part of a university exchange program. And then, she got married in the country she had grown to love.

“My own international experience was a crystallizing event, something that transformed my life totally,” says Cooper. “As a result I couldn’t imagine not having both the opportunity and the will to encourage other people to have that experience as well.”

Since joining UNH in 1979, Cooper has worked tirelessly to create opportunities for students to study abroad. A major force in the creation of the Center for International Education, Cooper has served on the UNH selection committee for student Fulbright awards, on the International Research Opportunities Program, and as director of the Dijon program at the University of Burgundy for 10 years. She also founded the summer program at Brest and the Pitvay Scholarship for Study in France.

Her work underscores her vision of international education. “You can only learn so much in a classroom no matter how good your instructors are,” Cooper adds. “If it’s not real, if it’s not personal, if it’s abstract, if it’s two-dimensional, you are never going to understand things.”

Cooper has sought to engage her students internationally not just in the classroom or in study abroad programs but also at home. As founder of the local chapter of Pi Delta Phi, the national French honor society, she organized a fund-raising drive to replace thousands of trees uprooted by a tornado in Versailles. Responding to anti-French sentiment in the wake of the war in Iraq, Cooper and her students researched early American history. They discovered that some of Lafayette’s soldiers had stayed at a house in Portsmouth after the Revolutionary War. In the course of that research, they rediscovered an obscure “friendship flag” that featured a French fleur de lis over the 13 stars and stripes. To commemorate that historic trans-Atlantic alliance, they dedicated a plaque at the house.


“Her 26-year career at UNH has been characterized by a continuous and outstanding record of scholarship published in a wide range of journals and books here and abroad, and marked by collaboration in many efforts to advance scholars’ understanding of 19th century French literature, drama, and culture,” says Professor Edward T. Larkin, chair of the Department of Literatures, Languages, and Cultures. “Her work is in every sense, internationally oriented.”

—Kurt Aldag



At the height of recent Franco-American tensions, Cooper worked to place a plaque in Portsmouth commemorating the housing of French troops during the Revolutionary War. Some of the many varieties of flowers cultivated by Cooper in her all white “moon garden.”





BARBARA T. COOPER

EXCELLENCE IN INTERNATIONAL ENGAGEMENT

LANGUAGES, LITERATURES, AND CULTURES, PROFESSOR OF FRENCH
COLLEGE OF LIBERAL ARTS





RUSSELL G. CONGALTON

GRADUATE FACULTY MENTORING AWARD

PROFESSOR OF REMOTE SENSING AND GEOGRAPHIC INFORMATION SYSTEMS

COLLEGE OF LIFE SCIENCES AND AGRICULTURE

BIRD'S EYE VIEW

RUSS CONGALTON DISCOVERED his vocation “completely by accident” after applying to graduate school at Virginia Polytechnic Institute.

“I was asked if I wanted to do a project evaluating how good the vegetation landcover maps made from satellite imagery were. Nobody had really looked at that before,” Congalton recalls. He took a look and, 14 statistics courses later, went on to become internationally known for developing the statistical tools needed to gauge the accuracy of landcover maps made from “remotely sensed” satellite and aircraft imagery.

Accident? Perhaps, but years spent with his father watching the New York Rangers skate at Madison Square Garden may have helped incubate the career.

“We were in the very last row behind the Ranger’s goalie. You could reach up and touch the ceiling,” says Congalton recalling the nosebleed section where he and his dad perched season after season. Not the best seats in the house, but this satellite-like view did help the boy learn how to read the action from on high.

Today, Congalton, a professor in the Department of Natural Resources, is a leader in the field of “computerized mapping” using the tools of remote sensing, photogrammetry (aerial photography), and geographic information systems or GIS

to solve natural resource problems.

In Elements of Photo Interpretation, one of the four courses he teaches graduates and undergraduates, Congalton walks the UNH campus with his students and helps them compare what they’re looking at on the ground with aerial photographs of the same area. It’s an exercise, he says, that teaches students “how to walk” before they tackle

the more challenging elements of satellite imagery and GIS data. “It’s a very hands-on course,” he says.

Congalton, it could be said, has a very hands-on approach to his teaching and has dedicated much time and effort over the years shepherding graduate students through coursework and into careers. And for that, he was selected as the inaugural recipient of the Graduate Faculty Mentoring Award for Excellence.

“Russ was there to encourage me every step of the way. He gave me just the right balance of guidance, direction, and autonomy,” recalls former master’s degree student Lucie Plourde, now a research scientist specializing in remote sensing at the UNH Institute for the Study of Earth, Oceans, and Space. Plourde adds, “His door was always open and he even made his home phone number available to me and his other advisees just to be sure we could always reach him.”

Indeed, at Congalton’s James Hall office, which is peppered with Ranger’s paraphernalia, the door is always open and visitors are always welcome. Says Mimi Becker, associate professor of natural resources who, like Plourde, wrote a letter of support for Congalton’s nomination, “His mentoring style is quite personal. He regularly meets with his graduate students for the sharing of ideas, the solving of problems, or just to talk. I have been invited on more than one occasion to share a dinner at Russ’s house with his new graduate students as he gets to know them better.”

Although the Graduate Faculty Mentoring Award is new to the Excellence program, Congalton has been actively mentoring graduate students for all of his 15 years at UNH, nearly 10 of which as the department’s master’s degree coordinator. He currently has 12 M.S. and Ph.D. graduate students—“about eight too many,” he jokes—which is a normal load for Congalton.

Says Bill McDowell, chair of the Department of Natural Resources, “Russ has consistently been one of the most sought-after graduate advisors in our department. He has high standards and expectations, and this attracts and inspires highly motivated students who excel under his guidance.”

—David Sims



Congalton and graduate students Shawn C. Herrick and Christina Czarnecki review an infrared image of southern New Hampshire. The town of Durham is shown in detail.

LIVING SCIENCE

“CHEMISTRY IS NOT DOGMA; it is evolving all the time,” says Edward Wong. “When I was going to high school and college, you couldn’t ‘see’ molecules. Now you can!”

It was in high school—an affordable all-boys Catholic school run by Salesian brothers in Hong Kong—that Wong first took an interest in science. (Wong’s parents moved the family from mainland China when the communists took power.) If not for an aversion to frog and cockroach innards, he may have taken a different career path. “I was good at chemistry and biology, but couldn’t handle the dissections,” says Wong. “That really grossed me out.”

In 1964, chemistry brought Wong to the University of California at Berkeley “in time for the hippies and the free speech movement,” he says. “My first semester, they were boycotting classes, so that was quite a trip.”

At first the culture shock was a bit overwhelming. Like his classmates, Wong let his hair grow longer, went to rock concerts, and protested against the Vietnam War. In his junior year, he started tutoring. By the time he was a senior, he was considering a teaching career. A graduate teaching assistantship at Harvard sealed it.

“I found I really enjoyed seeing the light bulb go on,” he says. “When you explain challenging concepts, there are those times you can see the eyes light up and clearly something has been grasped, and that’s one of the most rewarding aspects of teaching.”

Keeping up with the latest discoveries is the key to making chemistry continually interesting, says Wong, who came to UNH in 1978 from Fordham University. “What to me is most exciting and makes me more charged up for class is when I find something new that has just been published that’s relevant to what I’m teaching,” he explains.

Wong credits his department for placing a high value on good teaching, noting that most of the faculty have won awards for teaching and research. While research may sometimes seem to compete with teaching, Wong says the two are integral. “To teach well, you have to be a researcher. You hear some people put down teachers as those who can’t do; research makes sure you can do,” he says. “It brings life to your classes.”

During the summer, Wong concentrates on research, working with a team of graduate and

undergraduate students in the lab. Mainly, his research has involved fundamental aspects of inorganic chemistry, but lately he and colleague Gary Weisman have focused on using copper-binding molecules as cancer imaging agents. They’ve developed a new class of molecules that has the potential to enable doctors to spot cancer earlier than ever before.

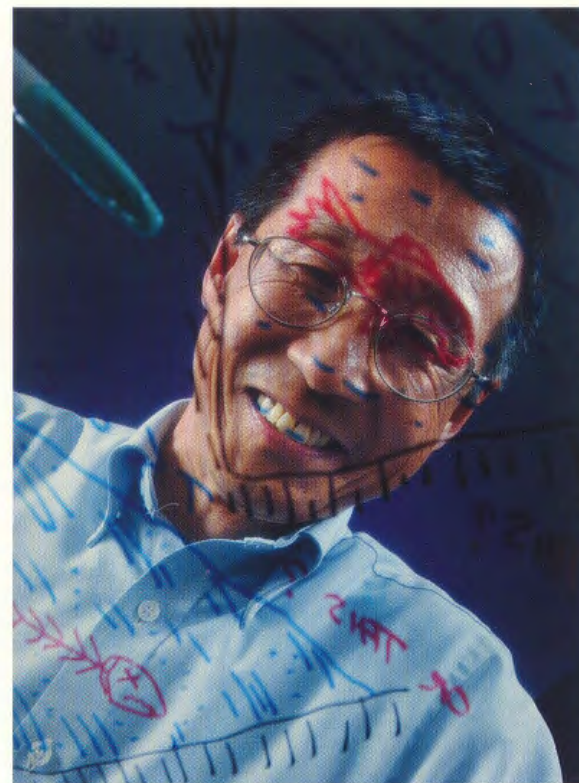
Wong’s passion for chemistry is perhaps only matched by his passion for baseball. Throughout the season, this self-described “Red Sox nut” (since 1967, he is careful to point out) follows the team religiously. “I live and die with the team every day,” he says.

And so when Wong discusses chirality, it’s an opportunity to join chemistry and baseball. Like right and left hands, chiral molecules are at first glance identical, yet are actually different, with distinct properties, because they are dissymmetrical.

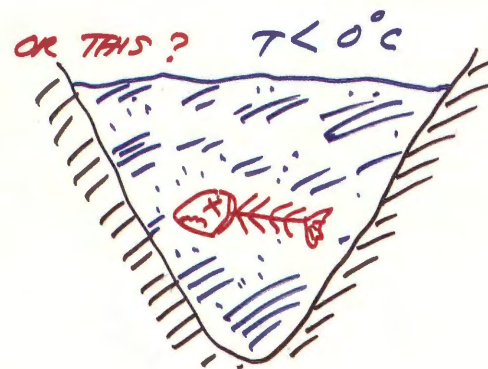
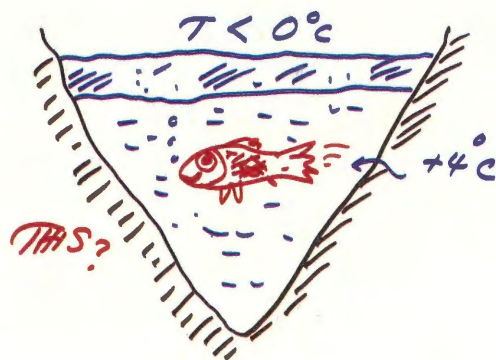
A close examination of a baseball’s stitching shows that it lacks bi-lateral symmetry, leading to the intriguing possibility of left- and right-handed baseballs, explains Wong. But it turns out that a baseball is not chiral because, although it lacks a mirror plane, it possesses a more subtle symmetry axis.


“It’s a nice illustration of how you need to go deeper in science,” says Wong. “I like to think that all these concepts go beyond chemistry and it’s actually everyday stuff that makes it way more relevant.”

—Robert Emro



Why are fish not killed by winter ice? Why do baseballs need stitching? Wong uses overhead projectors and props to explain chemistry to his students.





EDWARD H. WONG

TEACHING EXCELLENCE

PROFESSOR OF CHEMISTRY

COLLEGE OF ENGINEERING AND PHYSICAL SCIENCES

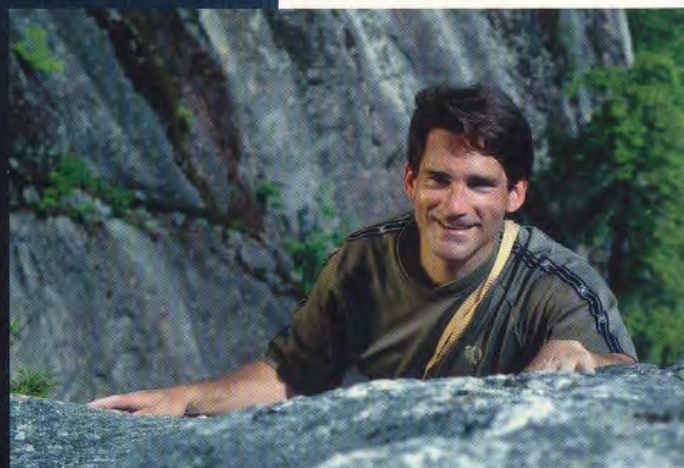


ROBERT W. KENEFICK

TEACHING EXCELLENCE

ASSOCIATE PROFESSOR, EXERCISE SCIENCE

KINESIOLOGY DEPARTMENT, HEALTH AND HUMAN SERVICES



PRACTICE WHAT YOU TEACH

ROBERT KENEFICK SMILES knowingly when he is asked to describe the typical student in exercise science.

“Oh, we have excellent students,” he says with a nod to a small group of students in the adjacent lab. “They go on to do everything—academia, medicine, rehabilitation, fitness, research—throughout the U.S. and all over the world, Europe, Australia, New Zealand. But, at least half, maybe more, aren’t even familiar with the field when they enter UNH.”

The undergraduates whose curiosity leads them to the exercise science lab, amid the treadmills and the electrocardiogram machines, are the students with whom Kenefick says he really likes working.

“I think I was that kind of student.”

Exercise scientists work in high-tech environments, measuring, analyzing, and documenting. Every variable is manipulated with the ultimate goal of answering questions about physical performance and health. Today, this is Kenefick’s world. But it wasn’t always so.

“I was an obese child,” says the now fit runner and rock climber who only began exercising as a teen, when he started playing soccer and started to run. “Then I went to college, got more serious, and started doing triathlons. I wound up on the swim team and then began working and training with triathletes and swimmers who were in the field and who encouraged me to take classes in exercise science.”

A few years later, Kenefick had a B.S. in exercise science and a B.A. in theater, a combination that has proved useful in teaching. He found a home in the lab of mentors Joan Finn and Robert Axtell at Southern Connecticut State University, where he stayed on to earn a master’s degree in exercise science. Eventually, he would go on for his Ph.D. at the University of Connecticut where his dissertation examined fluid regulation and hydration during exercise in the heat.

Today, he still studies hydration and environment, among other things, through his involvement in several studies at UNH where he and various

groups of students gather data on hydration during exercise as it relates to cold temperatures.

He acknowledges that studying hydration in the cold sounds counterintuitive. “The cold has an effect on our perception of thirst,” he explains. “We think we aren’t thirsty, so we drink less.” The resulting dehydration is often cited as a cause in mountaineering failures. Kenefick has also collaborated with military scientists, given the applicability of this work to soldiers in the field.

Kenefick’s research interests inform his teaching, and vice versa. “It really helps when I provide examples. Not only do we conduct research in the lab which informs teaching, but we can use research to provide hands-on experiences to students, bringing the physiological concepts to life.” The ability to engage students and create an active exchange of ideas is what Kenefick enjoys most about his work.

Kenefick also believes his personal commitment to exercise is important to his teaching. “It’s hard to imagine teaching about the benefits of exercise, encouraging people to do it, and not do it yourself. To be credible, especially with students, it’s important to practice what you teach.”

For Kenefick, this commitment involves daily running, riding his mountain bike whenever he can, and regular climbs in the White Mountains. Photographs in his office document his climbing both near and far—Denali, the Tetons, Yosemite, and Rainier.

Teaching and research, as well as the opportunity to build the lab and exercise science program to prominence, drew Kenefick to New Hampshire. The outdoor opportunities provide personal, even practical application for his work.

Kenefick admits it is important for teaching and research to inform one another. The trick is balancing both. “Every time you do one study, another question comes up and you become excited about finding the answer. On the other hand, fostering students’ passion for learning is a constant challenge that is highly rewarding. Both are time consuming and require a significant degree of focus. You have to value and enjoy both.”

—Michael Jones



At home in the lab, Kenefick and his students gather data in their cold temperature hydration studies.

FOLLOWING THROUGH ON A PROMISE

AT THE BEGINNING OF HER CLASSES, Lisa Miller asks students to tell her something about themselves. To give back, she shares something personal about herself—often mentioning her study of tai chi, a form of Chinese martial arts. Last spring Miller made an additional bargain with her Issues in Journalism students. She promised them a tai chi demonstration in reward for their hard work.

As part of the Credibility Roundtables Project, a national journalism initiative, the students performed a difficult, semester-long audit of political bias for *The Nashua Telegraph* newspaper.

“One of the great things about the project,” Miller recounts, “is that it really empowered them.” They actually discovered there was not a lot of bias in the paper, but that “we all come to the stories with our own bias.” Readers then ignore statements they agree with and focus on those they disagree with, resulting in a perception of bias, the students decided.

The *Telegraph* served as a test site for the initiative, says journalism professor and program director Jane Harrigan, and the UNH students’ bias study became a part of that. “A nationwide editors group hopes to use the project as a model that other newspapers and universities can follow,” she explains.

Miller says, “The students were doing real-world research nobody else had done. In the end, they had knowledge nobody else had. I’m trying to figure out how to do that in every class.”

“Lisa was born to teach,” says Harrigan. “Her entire being springs to life when she walks into a classroom.”

A product of the English department, Miller received both her B.A. in English and her M.A. in nonfiction writing there. She was a beat and

general assignments reporter for the *Gloucester Daily Times*, then assistant news editor and senior news editor, before returning to UNH to complete her master’s degree. As a journalist, she has to her credit some 1,800 hard news and feature stories, columns, and reviews of books, movies, television shows, restaurants, and music.

In the 20 years she has taught at UNH, Miller has authored a book, *Power Journalism: Computer-Assisted Reporting*, one of the first textbooks on the subject of computer-assisted reporting; served as faculty adviser to the student-run newspaper, *The New Hampshire*; and was the prime mover behind creation of the Donald M. Murray Journalism Laboratory in Hamilton Smith Hall. She also helped start the department’s new Visiting Alumni Journalist Program, which was initiated in 2004 with a campus visit from *Wall Street Journal* editor Ron Winslow.

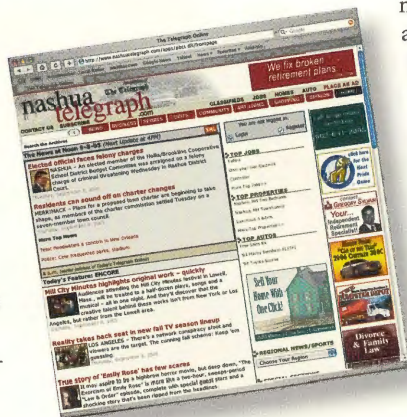
But first, and foremost, she is a master teacher.

“Professor Miller’s students appreciate her knowledge,

her enthusiasm, her dedication, her high standards,” says colleague Andy Merton. “They applaud her for her kindness and concern. At the same time, they admire her toughness. Not an easy trick to pull off.”

In May, at the end of last spring semester, Miller kept her promise to her students. Wearing a loose black jacket and pants, and carrying a sword, Miller went out to the grassy front lawn of Hamilton Smith Hall. There, with her class watching—as well as English department chair Janet Aikins and program director Harrigan—Miller performed her tai chi sword form, a pattern of movement that requires intense concentration. It took about 45 seconds to complete. “I didn’t dare look directly at my students,” she admits, “or I couldn’t have done it. But I understand a few cars stopped on Main Street too.”

—Mary Peterson



“Lisa Miller’s class assignment got me hooked on seeing my name in a byline on the front page,” says Scott Yates ’07. “Now, as a junior, I’m the managing editor of *The New Hampshire*, the UNH student newspaper.”



LISA C. MILLER

TEACHING EXCELLENCE

ASSOCIATE PROFESSOR OF ENGLISH
COLLEGE OF LIBERAL ARTS



R. SCOTT SMITH
TEACHING EXCELLENCE
ASSISTANT PROFESSOR OF CLASSICS
COLLEGE OF LIBERAL ARTS

TRANSLATING WITH HAMMER AND TONGS

TO TEACH MYTHOLOGY WELL, one has to be a master storyteller able to captivate the imaginations of a new generation. While at UNH, Scott Smith has taught more than 1,600 students; his teaching evaluations average

close to a perfect score of five. A well-regarded scholar, he's also known as a generous and enthusiastic colleague. And his students—be they classicists, teachers, engineers, or nurses—tend to stay in touch long after graduating.

But imagine a smart aleck twelve-year-old boy asking his guidance counselor, "What's the weirdest language you have?" Soon after, he sits in Mrs. Pomfrey's Latin class, and he's met his match.

"She was a brilliant teacher with formidable energy," recalls Smith, assistant professor of classics, of his first mentor. Smith, who has also taught high school Latin and is active in the New Hampshire Classical Association, notes: "We need inspired, passionate teachers at that level."

In 2000, Smith, having just earned his Ph.D., joined with Stephen Brunet and Stephen Trzaskoma to form the core faculty of the Classics Program. Prior to his arrival, the two Steves had been discussing the development of an anthology of translations for one of the University's most popular courses, Classical Mythology.

"When Scott came that fall, he loved the idea," says Trzaskoma. "It quickly became apparent that he had just as many good ideas as we did and it was no time before he was an equal partner. That kind of collaboration and brainstorming have been an everyday occurrence for us. It's one of the best aspects of my job."

During the next four years, Smith, Trzaskoma, and Brunet developed the anthology, regularly field testing it on students.

In 2004, the *Anthology of Classical Myth* was published by Hackett Publishing, a premier publisher, with a retail price of \$16.95. (Most paperback texts in this field cost around \$75.) Endorsed by top scholars, the anthology has been received enthusiastically by classicists and is now in its second printing.

"We saved a lot of money by doing most of the translations ourselves," notes Smith.

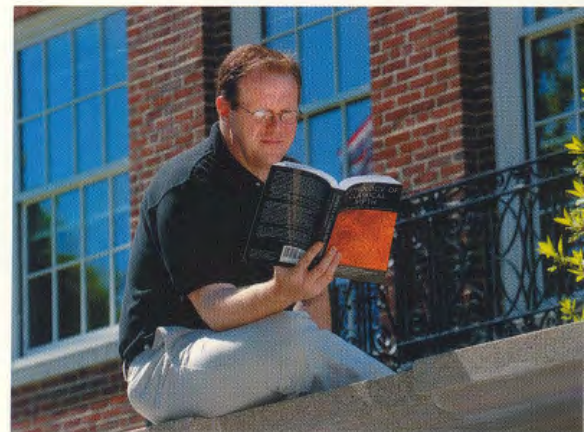
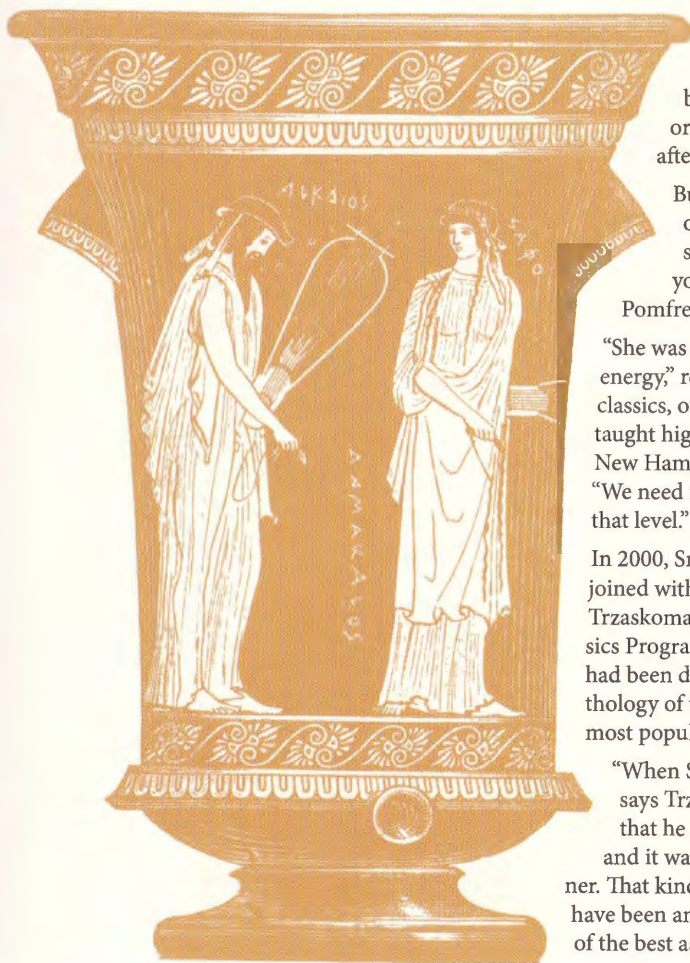
Of this Herculean effort, Brunet says "Scott and Steve shared translations, banging away and straightening them out with hammer and tongs. Scott is simply one of the best Latinists I've known. What that means is that he's read widely in Latin literature, has an amazing memory for written Latin, and then has a good sense of usage per time period. His translations of Ovid and Horace do justice to that great poetry."

Each translation reflects the author's voice. One of the most amusing is by Lucian, a Greek writer, ca. AD 120-180, on the "Judgment of the Goddesses." In a wonderful scene, Lucian describes how Hermes guides the infamous threesome—Hera, Athena, and Aphrodite—to the mountain pasture where the hero Paris is tending cows. Hermes instructs them, "... let's land on the ground and walk—if that's okay. That way we won't freak him out by dropping down from above out of the blue."

Trzaskoma, the translator, and Smith, his reader—over many cups of coffee—decided since the usage in ancient Greek was colloquial, it would be in this translation. For the reader, the freshness is startling and wonderfully understandable.

"Students really liked it," says Smith, "and of course, if we can reach students with these texts, the Trojan War and Greek literature open up for them." He adds simply, "We wrote better because we taught it. We taught better because we wrote it."

—Carrie Sherman



BACK TO THE ARCHIVES

THERE'S A CERTAIN CONSUMING CONTEMPLATION Cynthia Van Zandt possesses, as if she always deliberates upon her thoughts and concepts, weighting them with knowledge learned over her lifetime and the lifetimes of those she has studied.

It's a pausing one feels from her; a pausing to understand the cultures of people from centuries past, a pausing to understand her students, and a pausing to understand herself.

She is, in every sense, a scholar.

"I am one of those people who has the privilege of doing what she loves," says Van Zandt, associate professor of history. At UNH since 1998, she specializes in the history of Colonial North America, Native America, and the Early Modern Atlantic World.

"Some people study history because they identify with the past and want to learn more about their heritage. But if we stay at only that level, there are whole worlds we are not understanding. We also can learn about the ways in which our ancestors' world and worldview were different than ours. That's when you're really becoming a student of history," she says.

After earning her undergraduate degree, Van Zandt expected to go to law school. But while working as a legal assistant, she decided against it. Instead, she began reading in the hopes of finding another path and soon was drawn to early Colonial American history.

"I enjoyed developing an understanding of the lives of people who are now long dead and feeling that sense of communication between their world and our world," she says.

How did the people of Colonial America make the decisions they made when faced with a world of so many possibilities? How did such an incredible mix of cultures and people figure out how to live together in that time and place?

"The period was extraordinarily precarious for people, but it also led to alliances and arrangements of mutual self-interest," says Van Zandt, "... [people] were interested in living together because that was the only way in which they could survive."

Once Van Zandt began researching and writing articles about the period, the teaching followed. "When you have that kind of passion for learning about a subject yourself, you want to tell people about it," she says. "I want to open that door between the world of the present and the world of the past and try to let my students move through it."

Van Zandt encourages her students to think of the 17th century as a foreign country. Many students, she notes, have a tendency to believe that the English colonists were similar to themselves, but Van Zandt pushes them to recognize the strangeness of the people they study.

"To understand why people made the choices that they made and acted as they did, you have to understand what their world was like. And to do that, you have to think of the differences," she says. "If you can look at anyone in the past and understand why they took a particular course of action, you are much more prepared to think thoughtfully about how we all act today."

Van Zandt has written articles on colonial settlements, culture, and life; presented her research to national and international scholars; and been honored with awards and fellowships. Her first book, *Brothers Among Nations: Mapping and the Pursuit of Intercultural Alliances in Early America*, will be published in 2006.

She also has become a favorite professor of both undergraduate and graduate students. Her Ph.D. students say she has a knack for making each one feel as if he or she was Van Zandt's only doctoral student.

For Van Zandt, teaching allows her to relive the experience of discovery as it washes over her students as well as hone her scholarship and research. Much of the direction that her first book took arose because of questions asked by her students.

"Sometimes they hit upon areas where we don't know enough or nobody has thought to look at this particular kind of source before, which is why being a scholar and a teacher is such a great thing," she says. "I want my students to keep asking me things that send me back to the archives."

—Lori Wright



Van Zandt sits in the kitchen of the William Damm Garrison at the Woodman Institute in Dover, N.H. The garrison is one of the few remaining local structures that date back to the 17th century.



CYNTHIA VAN ZANDT

TEACHING EXCELLENCE

ASSISTANT PROFESSOR OF HISTORY
COLLEGE OF LIBERAL ARTS

THOMAS D. LEE
TEACHING EXCELLENCE
ASSOCIATE PROFESSOR OF FOREST ECOLOGY
COLLEGE OF LIFE SCIENCES AND AGRICULTURE



Lee and his students in the forest community of Pawtuckaway State Forest.

STUDYING THE PATTERNS OF THE FOREST

TO ANYONE WALKING BY, it is a group of students with their professor and his dog sitting on the ground on the side of a hill. In fact, this class is reporting out on a particular forest community on the southeastern slope of North Mountain in Pawtuckaway State Park. Remarkably, in a small area, the 12 students report there are 11 species of trees—including sugar maple and basswood, both indicators of a relatively rich soil—and 17 species of shrubs and herbs with intriguing names like arrowwood, rice grass, and wild licorice. We learn that above the monzonite bedrock is a thin mantle of glacial till. The slope is 19 degrees. The dog is Daisy. The professor is Tom Lee.

The class is as diverse as the plant life, ranging from the usual suspects of undergraduates studying in the environmental conservation program to a 33-year-old graduate student in the fiction writing program. After teaching high school English for nine years, Tim Horvath returned to college to pursue a master's degree. This class he is taking with Tom Lee will inform his writing, he says. When he first approached Lee and told him of his interdisciplinary interest, Lee didn't blink. "He gave me background material on soil types and told me to learn my trees," says Horvath. "He's truly interested in helping me, and it's okay that I'm not in the environmental conservation program."

Lee grew up in Queens and Long Island, but spent weekends hiking with his father. "It was never about how fast we could bag summits," he says. "We always stopped along the way and talked about the patterns in the forest. The closer you look, the more it draws you in."

It was his love for the woods, coupled with wanting to get away from the social turmoil of the 1960s,

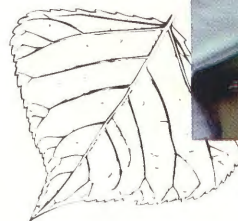
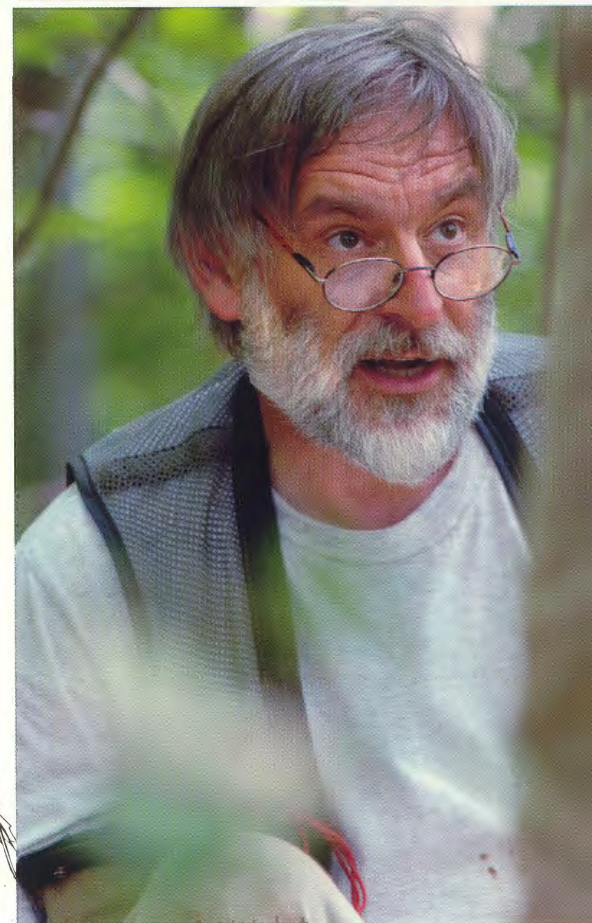
that drove Lee to pursue his studies in ecology and natural resources. What he loves about New Hampshire is the number of diverse forest communities, and that he can not just lecture about characteristics of a forest, but he can take students there. From pine barrens and oak woods to peatlands, maple swamps and treeline, students learn up close why a forest is the way it is, where it has been, and where it is going.

On North Mountain, before the class breaks into teams to study trees, record physiographic measurements, and look for disturbances such as fire or logging activity, they sit clustered around him as he talks about where we are. "About 345 million years ago," he starts out, and effortlessly he is spinning a story about plates crashing together at the Earth's surface, magma bubbling up, but cooling before it could form a volcano, plutons forming.

"A few million years later," he goes on, and we learn how dioritic rock formed in Pawtuckaway, and later still, more magma welling up and cooling to form what is called a ring dike that today are part of the Pawtuckaway range.

Millions of years ago should not be so fascinating. It basically should be about fire and blobs of things. But when Lee talks about millions of years ago, it does matter because it created geology and topography which, in turn, influenced the development of these forest communities which sustain plant and animal life, and these students: from Mac Griffin, the undergraduate studying environmental conservation and who stunningly IDs trees as if they were pets, to Tim Horvath, who will one day write a short story or a novel, some of its elements based on what he is learning today from Tom Lee.

—Kim Billings



BALLPARK FIGURE

JACK MCCARTHY CAN TRACE HIS FASCINATION with business to his childhood days as a hustler. That is what the vendors inside Fenway Park are called. He started out by selling popcorn (the lightest thing to carry and therefore assigned to the youngest) and over the years, worked himself up through the ranks during Red Sox games—through Coke, hot dogs, and ice cream to the pinnacle of ballpark concession sales, scorecards. “If you go to baseball stadiums, the person who’s selling the scorecards has it the best; it is the hottest product. You have to work hard to meet the demand, but it’s worth it because you make the most money from the higher sales volume. I had that and I didn’t want to give it up, even though I was married and in grad school, and had a child,” he says.

The experience taught McCarthy a lot about business: it was straight commission, so it taught him incentive; daily sales results were posted, so it taught him accountability; and there was intense jockeying for the best stations in the ballpark, so it taught him the value of strategy.

His early indoctrination continued when McCarthy entered Boston Latin School as a middle school student. The competition was brutal. “We were told in the first days, ‘look to your right and look to your left. Of the three of you, only one will be here in two years.’ We had no choice but to be competitive and to focus on achievement and to be self-motivated. Otherwise, you’d fail. You’d be out.”

McCarthy parlayed what he learned into a successful 18-year career as a financial professional. But he left that world when he realized that he loved teaching. As the demands of his job increased, he found himself rearranging his business travel around a course he was teaching one night a week at Bentley College. “I worked 8 to 10 hours a day and then I’d go teach this finance course in the

evening. I found that at 10 o’clock at night, I was more energized than I had been at noon.”

Having grown up in an inner city neighborhood in Boston, he is drawn to the Manchester campus and its diverse student population because he feels “the urban pull.” A strong believer in urban education, McCarthy is mindful of the pressures his students typically face as parents, caregivers for elderly parents, and often as full-time employees. Yet their motivation is remarkable. “They will drive faculty for value,” he says. “They are here for two reasons, one, to get the degree and two, to learn the skills they need to get themselves to a better place.”

Known for his use of unusual case studies, video clips, anecdotes, and visits from real-life leaders to drive home his points, McCarthy loves the reward of watching his students “get it.” “Jack comes across as being light-hearted and humorous. He’s very funny. But underneath, he’s an absolute work-horse,” notes business lecturer Walter Alderman. “Students appreciate his humor, but they also recognize a deep underlying competence...in short, Jack has the ability to inspire.”

McCarthy teaches a number of courses in UNH’s business program in Manchester, which he proudly heads. The focus—always—is on successful teamwork. It’s a primary lesson and his students never forget it. “I am so much better at training people and working in teams because of all the group projects we had to do in his classes,” says April Gilcreast, a recent graduate who is now working as an underwriting technician in a large firm in Andover, Mass. “I learned so much about working with different types of people and figuring out what makes them tick, that I no longer always try to lead the show. Everyone has something beneficial and unique to offer.”

And that’s McCarthy’s bottom line. In a twist on what he learned at Boston Latin, the businessman-turned-professor is likely to greet his students on the first day of class and say, “Look to your right and look to your left. The keys to your future are sitting next to you. The world is getting smaller and you’re going to feel it more and more, because you will be working with people who are different than you. If you’re not open to that diversity, it will be an impediment to the productivity of the organization. Your advantage is that you come from a diverse learning environment. Leverage the heck out of it.”

—Sarah Aldag



JOHN F. MCCARTHY

TEACHING EXCELLENCE

ASSISTANT PROFESSOR OF BUSINESS
UNIVERSITY OF NEW HAMPSHIRE MANCHESTER



Popcorn! Peanuts! Ice cream bars were actually more desirable a commodity for the hustlers than these Fenway standbys says McCarthy. Their compact weight allowed for greater velocity—and accuracy. The best vendors could have three bars flying in the air to customers—all while collecting payment.



LUDWIG A. BSTIELER

TEACHING EXCELLENCE

ASSISTANT PROFESSOR OF MARKETING
WHITTEMORE SCHOOL OF BUSINESS AND ECONOMICS

Bstieler uses a large puzzle to help students understand teamwork in product development. Together, without speaking, they must assemble a full size print of Picasso's Guernica. The experience illustrates why so many collaborations fail.

TO GET THERE FASTER...TAKE A DETOUR



“I DON’T SUPERVISE STUDENTS,” admits assistant professor of marketing Ludwig Bstieler (pronounced be-steeler), reflecting on his approach to teaching. “I try to coach them.”

Or, as Marketing Chair Charles W. Gross notes, “Beyond the classroom, Ludwig has always extended his helping hand to students whether those students are in a course that he teaches or not. He consistently provides guidance and offers invaluable advice to students involved in the graduate Corporate Round Table projects or the undergraduate Marketing Workshop class, as well as off-campus internships.”

After earning his doctorate at the University of Innsbruck in his native Austria, and teaching briefly at MIT, Bstieler joined UNH full time in January 2001, where he rapidly developed his reputation for excellence in teaching among both his students and his peers. “Every professor has a unique style,” observes M.B.A. student Jason McKinney. “Professor Bstieler’s happens to be particularly effective because he is passionate about his field and the students he serves.”

Bstieler has great respect for his students. “What amazes me is how many talented students we have within any given class,” exclaims Bstieler. “The challenge is, how do you unleash those talents and get students to do things they haven’t dared or cared to do before?”

Teaching both undergraduate and graduate courses in brand management, marketing research, and new product development for full- and part-time students, Bstieler begins by tailoring each course to the specific audience he is trying to reach. For example, a 5:30 p.m. class typically includes students who have already attended several classes that day; it also includes students with full-time jobs who come to class after a busy work day. Comparing a student’s capacity to learn, or take in new information, to a glass of water, Bstieler observes, “They come to class with their glasses already full. They need to have their glasses emptied before you can start working with them.”

Bstieler, whose scholarly research focuses on innovative processes and interorganizational trust formation, employs a variety of creative techniques to “empty their glasses,” including using music at the beginning and during class. He may begin class, not with a lecture, but with a puzzle, a group



activity, a silent assignment, or by telling a story. Often it will seem completely unrelated at first, but later during the class, Bstieler will tie it back to the course material. “In order to get there faster,” Bstieler reasons, “you often have to take a detour.”

In addition to extensive reading and writing assignments, Bstieler organizes each course around a major research project. “What really brought everything together for me was the large group project: to take an idea through the new product development life cycle,” says Matt Primich, a software engineer who received his M.B.A. in June 2005 and now works at Liberty Mutual in New Hampshire. “My group’s idea was a ‘rechargeable hair dryer’ for dogs. Groomers at dog shows were our target market. The project touched upon the various phases of new product development. We performed up-front desk research, and we interviewed many potential consumers. We even attended a dog show in Portland, Maine.”

Using videotapes of their presentations, Bstieler engages students in a critical reflection of what they like and dislike about their performance—and what they are going to do to improve their presentation skills next time. “Rather than focus on the how-to processes of businesses,” says Bstieler, “I try to teach lifelong skills, such as the way to deal with other people in business relationships—building trust and communicating ideas, or how to design and conduct effective up-front research. These skills might be more important in the long run rather than specific marketing knowledge.”

—Kurt Aldag

OSMOSIS LEARNING

ON AN OVERCAST MORNING in late spring, with the sounds of Route 4 in the distance, Matt Chagnon opens the tailgate of his pickup truck to reveal the tools of his trade. A chain saw, can of gasoline, rope, harness, and hardhat are neatly organized in the bed of his truck.

As he prepares for the task ahead (felling a tired hemlock), he engages in a stream of conversation so easy and natural it's hard to recognize that he's relaying knowledge. In a matter of minutes

he covers the basics on the biodiversity of the forest clearing, the chain saw engine (two-stroke), Kevlar (what his chaps are made of), and safety (he deducts five points from the quiz scores of students who lose their hardhat during a field quiz). It's easy to understand why this professor of forest technology at UNH's Thompson School of Applied Science has been recognized for "excellence in teaching" for the third time. This "osmosis learning" is pretty typical. According to former student and Thompson School graduate Steve Eisenhauer, "forestry is Matt's life; he loves teaching it."

Moments later and 20 feet up in an evergreen, Chagnon peers through his face shield and eases his saw into the tree. Through a snowfall of sawdust he carves a perfect mouth-shaped notch. A deeper cut comes next. Finally, a few swift rips of the handsaw and the tree falls. "That'll go off for some firewood," he says.

To listen to him speak is to be reminded of a day when thoughtful conversation and simple pleasures were a way of life. There's the smell of the pines. Lady slippers dot the edge of the clearing. It feels timeless. Then the whistle of the 10 o'clock Amtrak train pulling into Durham reminds us that it's the 21st century.

At UNH, Chagnon keeps a busy schedule. In addition to teaching classes, he serves on the University's land and property use committee, and is chair of the Woodlands and Natural Areas group. For about 20 years, he coached the UNH lumberjack team. Chagnon has been instrumental in the promotion of these competitions. As co-owner of

Granite State Lumberjack Shows, Inc., he travels throughout the nation and abroad organizing the action at lumberjack competitions for the Stihl Timbersports series televised on ESPN.

As a professional forester, Chagnon volunteers on a number of industry committees, writes for trade publications, and participates in sundry trade organizations, pastimes that "keep him very busy and very sharp," says 25-year friend and colleague Don Quigley.

"Relax...? What's that?" Chagnon jokes. In his spare time, he gets things done on the homestead, tending his 25-acre tree farm, maintaining his 263-year old home, gardening, and nurturing his emerging apple orchard.

This total immersion in the greater forestry community is in keeping with the Thompson School tradition that faculty "work what they teach."

And the busy lifestyle doesn't seem to get Matt Chagnon down. Says Quigley, "It is an inspiration to all of us to see Matt in his full rain gear headed down the hall towards the woods, students in tow, whistling the theme song to the Andy Griffith Show at the top of his lungs. He whistles because he is happy to be headed out and he is confident in his preparation. And the students know that they are in for an adventure."

—Tracey Bentley



For the past 12 years Chagnon and colleagues have produced the lumberjack competitions for ESPN's top-rated Stihl Timbersports Series.



MATTHEW CHAGNON
TEACHING EXCELLENCE

ASSOCIATE PROFESSOR OF FOREST TECHNOLOGY
THOMPSON SCHOOL OF APPLIED SCIENCE

Faculty Excellence is published annually by University Communications and Marketing.

EDITOR: Carrie Sherman, Editorial and Creative Services

WRITERS: Kurt Aldag, Sarah Aldag, Toby Ball, Tracey Bentley, Kim Billings, Robert Emro, Michael Jones, Erika Mantz, David Moore, Jennifer Murray, Mary Peterso, Carrie Sherman, David Sims, Virginia Stuart, Lori Wright.

DESIGNER: Bridget Finnegan

PHOTOGRAPHY: Lisa Nugent

Look for Faculty Excellence at www.unh.edu/facultyexcellence



